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2005

Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 2: American Revolution

Dayton Public Schools

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Colonial Broadside and the American Revolution (3-5 days)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <p>a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;</p>	<p>Core Activity</p> <p>Students will use the resources of the Library of Congress's Printed Ephemera Collection to experience the news as the colonists heard it and list important events leading to the American Revolution.</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=390</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>broadside, time capsule</p>

Differentiated Learning

Enrichment Activity:

- If students quickly grasp the lesson's concepts have them create their own broadside about a modern day event or issue.
- Students can browse "An American Time Capsule": [Three Centuries of Broadside and Other Printed Ephemera](#) on the EDSITEMent-reviewed Web site [American Memory](#) for other documents of interest.
- Students can create their own broadsides about current issues of interest to young people.
- Students can produce facsimile broadsides for other important historical events.
- Students can establish relationships between specific broadsides and the grievances listed in the Declaration of Independence. These could be illustrated in a list, slide show, or through links from the text of the Declaration.
- EDSITEMent offers a related lesson, [Declare the Causes: The Declaration of Independence - Understanding Its Structure and Origin](#). Though designed for younger students, it can be adapted for middle school.

Additional Instruction:

- If students have difficulty grasping the lessons concepts, divide students into groups and assign each group a cause of the American Revolution (The Proclamation of 1763, the Stamp Act, etc.). Each group must research their cause and then create the following: a brochure that gives arguments for why their topic is reason to rebel against the Crown; a speech intended to incite the public's anger at the Crown because of their assigned topic; and a mini-play about their topic and the colonist's response to it.
- In groups choose one cause of the American Revolution and make a:
 - Brochure supporting arguments.
 - Speech to incite the public's anger.

Additional Resources

Supplemental Texts:

- Brutus, *To the Free and Loyal Inhabitants of the City and Colony of New-York "We are All Equally Free"*: New York City Workingmen. Broadside, New York., 1774 - Also available online at: <http://www.historymatters.gmu.edu/5717>
- Brutus, *Demand a Voice in the Revolutionary Struggle*. Broadside, New York, 1774 - Also available online at: <http://www.historymatters.gmu.edu/d/5717>

Web Sites:

- American Memory
<http://memory.loc.gov/ammem/ammemhome.html>
- An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera -
<http://memory.loc.gov/rbc/rbpe/rbpe03/rbpe035/>
- Documents from the Continental Congress and the Constitutional Convention, 1774-1789 -
<http://memory.loc.gov/ammem/bdsds/bdsdhome.html>
- Digital Classroom: Written Document Analysis Worksheet -
<http://www.nara.gov/education/teaching/analysis/write.html>
- The Internet Public Library
<http://www.ipl.org/>
- The American Revolution
<http://revolution.h-net.msu.edu/>
- From Revolution to Reconstruction
<http://odur.let.ru.nl/~usa/>
- Revolutionary War
<http://www.revwar.com/>
- Annenberg/CPB
<http://www.learner.org/index.html>
- The Coming of Independence: Key Events -
http://www.learner.org/biographyofamerica/prog04/key_events/index.html

Informal Assessment

Clearly marked assessment in the lesson.



The Boston Massacre (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <p>b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</p>	<p>Core Activity</p> <p>Students will be given background information about the Boston Massacre, and then they will be asked to examine the engraving of the event by Paul Revere. Students will determine the flaws in the engraving and learn why it was engraved with those flaws.</p> <p>Painting of Boston Massacre found at: http://earlyamerica.com/review/winter96/massacre.html</p> <p>Find the entire lesson on the Web site: http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0213.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Fine Arts</p>	<p>engraving, massacre, propaganda, acquitted, manslaughter</p>
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none">Cite examples of propaganda usage throughout history. Analyze the painting found on the early America Web site listed above. How could this painting of the Boston Massacre be used as propaganda for the colonists against the British? <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none">Define Massacre. Is it appropriate to call the Boston Massacre a "Massacre"? Why or why not? Explain why you think it was called a Massacre. <p><i>Web Sites:</i></p> <ul style="list-style-type: none">A Behind-the-Scenes Look at Paul Revere's Most Famous Engraving http://earlyamerica.com/review/winter96/massacre.html <p><u>Informal Assessment</u></p> <p>Clearly marked assessment in the lesson.</p>		



The Boston Tea Party: Costume Optional? (3-4 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Social Studies Skills and Methods</p> <p>A. Analyze different perspectives on a topic obtained from a variety of sources:</p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p>History</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning</p> <p>b. The Boston Tea Party, the boycotts, the Sons of Liberty.</p>	<p>Core Activity</p> <p>What really happened at the Boston Tea Party? What sources can help us find out? Students address these questions.</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_pl_an.asp?id=397</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>broad­sides, “tea party”</p>

Differentiated Learning

Enrichment Activity:

- Plan an event as an alternative to the Tea Party
- Students interested in learning more about the events leading up to the Boston Tea Party can start with these EDSITEment resources:
 - [America During the Age of Revolution, 1764-1775](#), a timeline available on [American Memory](#).
 - [Tax History Project](#), a comprehensive article on the events leading up to and following the Boston Tea Party, with an emphasis on taxes, available via a link from [History Matters](#).
 - The complete text of [The Tea Act](#), available via a link from [History Matters](#).

- Students can analyze political cartoons from the years of protest that preceded the Revolutionary War, such as these from the [Tax History Project](#), a link from the EDSITEment-reviewed website [History Matters](#). If desired, use the [Cartoon Analysis Form](#) available on the EDSITEment resource [Digital Classroom](#).
 - [The Repeal or the Funeral Procession of Miss Americ-Stamp](#): A satiric cartoon commemorating repeal of the Stamp Act, c. 1766
 - [The Bostonians paying the excise-man or tarring & feathering, 1774](#)
 - [Cartoon depicting the rough treatment of a barber's customer](#) once his identity as a British officer was revealed, 1775
 - [An allegorical depiction of the Coercive Acts](#), specifically the closing of Boston Harbor by the British (by Paul Revere)

Additional Instruction:

- Research the Sons of Liberty and look for other groups through history that have also used their types of tactics. What was the group's purpose in the American Revolution?

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Informal Assessment

Clearly marked assessment in the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>4. Explain the results of important developments of the American Revolution including:</p> <p style="padding-left: 40px;">b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;</p> <p>Citizenship Rights and Responsibilities</p> <p>A. Show the relationship between civic participation and attainment of civic and public goals:</p> <p>4. Show connections between the rights and responsibilities of citizenship including</p> <p style="padding-left: 40px;">c. Having rights and respecting the rights of others.</p>	<p>Core Activity</p> <p>Students examine natural rights and John Locke's ideas.</p> <p>Find the entire lesson on the Web site: http://www.civiced.org/wtp_ms01_sb.html</p> <p>Resource- video- <i>Shot Heard "Round the World"</i> (DISNEY, 1966) Excerpts from <i>Johnny Tremain</i> and Paul Revere's ride. 31 minutes. DPS Media Services Department.</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>natural rights, philosopher, government, absolute power, consent, state of nature, social compact or social contract</p>

Differentiated Learning

Enrichment Activity:

- Have small groups of students arrive at a definition of inalienable rights (rights belonging to everyone that cannot be taken away). Then, have student groups prepare two lists: one list that reflects rights that the colonists might have considered "unalienable." The other list should reflect students' ideas of those rights that they (the students) consider "inalienable".

Additional Instruction:

- Answer the following questions to review the reading from the lesson:
 1. What is the purpose of government according to the natural rights philosophers?
 2. Where does government get its right to govern, according to the natural rights philosophers?
 3. What is a social compact? Do you think this is the best way to create a government? Why or why not?
 4. What beliefs about rights were important to the American colonists?
 5. What rights do you think people should have?

Informal Assessment

Teachers can create their own assessment based on the lesson content.



The Growth of Democratic Tradition: The Age of Enlightenment (2-6 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Government:</p> <p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</p> <p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p> <p>History</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>4. Explain the results of important developments of the American Revolution including:</p> <p>a. A declaration of American independence;</p>	<p>Core Activity</p> <p>This lesson focuses on the Enlightenment philosophies and the American documents they inspired.</p> <p>Find the entire lesson on the Web site: http://rims.k12.ca.us/score_lessons/growth_of_democratic/</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Includes approximately 50 words defined in the lesson.</p>
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none">• Create a list of ten laws that came from these philosophies. Compare/contrast to current laws.• Have students create a time line covering the years 1600-1900. Include the life span of each of the five political thinkers. Also include the following events and documents: Declaration of Independence, Declaration of the Rights of Man, Constitution; American Revolution, French Revolution, Mexican War of Independence, American Civil War.• More Advanced: Have students draw conclusions about the ideas of the philosophers and the ideals of the revolutions. Which documents or revolutions have direct relationship to the ideas of the five political thinkers? <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none">• What future U.S. laws did the Enlightened philosophy influence?• Create a T-chart using the laws of today from the Enlightened-philosophy influence.		

Additional Resources

Web Sites:

- Selected Biographies Archive
<http://www.lucidcafe.com>
- Rousseau
<http://www.lucidcafe.com/library/96jun/rousseau.html>
- Virtual Tour of Versailles
<http://www.chateauversailles.fr>
- Internet Encyclopedia of Philosophy
<http://www.utm.edu/research/iep/>
- The European Enlightenment
<http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



***Light the Way! Influences of the Enlightenment
on the American Declaration
of Independence (5-6 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>Government:</p> <p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</p> <p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p>	<p>Core Activity</p> <p>Students will work in small groups to investigate the principles of self-government and natural rights found in the Declaration of Independence. Groups will present to the class information on the Enlightenment and three Enlightenment philosophers. The lesson will culminate in an assignment linking Enlightenment philosophers to the Declaration of Independence to show their influence on the founding fathers. Students will complete a graphic organizer, link specific philosophers to parts of the Declaration of Independence and answer a two-part culminating question in an extended response format.</p> <p>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set_A/V8A1%20Light%20the%20Way.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>natural rights, Enlightenment, philosophy, self-government, sovereignty, social contract, monarchy, democracy, parliament, liberty, property, inalienable, legislative, executive, judicial</p>

Differentiated Learning

Enrichment Activity:

- The Web site makes suggestions for enrichment activities.

Additional Instruction:

- The Web site shares ideas for additional instruction.

Informal Assessment

Clearly marked assessment in the lesson.



Created Equal (3-4 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including: a. A declaration of American independence	Core Activity This lesson focuses on a few key concepts of the Declaration of Independence, beginning with the phrase "All men are created equal." Students gain an appreciation of Thomas Jefferson's efforts to deal with the complex issues of equality and slavery in the Declaration of Independence. Find the entire lesson on the Web site: http://memory.loc.gov/ammem/ndlpedu/lessons/01/equal/overview.html Interdisciplinary Connections Language Arts Drama	Declaration of Independence, representation, compromise, hypocrisy, equality

Differentiated Learning

Enrichment Activity:

- Rewrite the Declaration of Independence for today. What parts would you keep? What parts would you add?
- Break the class into two groups based on Jefferson's intentions regarding equality in the Declaration of Independence. One group believes Jefferson meant all men, while the other group believes Jefferson meant all white men. Find evidence in the [American Memory](#) collections to support position.
- Create a [RAFT \(Role, Audience, Format, Topic\)](#) using the Declaration of Independence. Sample roles could include an African American, Woman, British Subject, etc.
- Stage a mock trial with the students playing the roles of Jefferson and others. The American Memory materials serve as evidence to be presented in a trial. Include a judge, witnesses, jury, defense lawyers, and prosecution.
- One individual student could portray Thomas Jefferson and answer questions raised by the rest of class on the phrase "all men are created equal."

Additional Instruction:

- Examine the Declaration of Independence using the National Archives Document Analysis Worksheet. found at <http://memory.loc.gov/ammem/ndlpedu/lessons/01/equal/overview.html>

Additional Resources

Supplemental Texts:

- “*Natural and Alienable Rights to Freedom*,” *Slaves Petition for Freedom to the Massachusetts Legislature, 1777*”, pp. 436-37., 1877. Collections of the Massachusetts Historical Society, 5th Series, III. Boston. Also available online at: <http://www.historymatters.gmu.edu/d/6237>

Informal Assessment

Clearly-marked assessment with rubric in the lesson.



**Thomas Jefferson and the Declaration
of Independence:
The Man and the Document (7 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>A. Interpret relationships between events shown on multiple-tier time lines:</p> <p>1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>4. Explain the results of important developments of the American Revolution including:</p> <p>a. A Declaration of American independence.</p> <p>Government:</p> <p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other:</p> <p>1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p> <p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</p> <p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <p>a. Representative democracy.</p> <p>Citizenship Rights and Responsibilities:</p>	<p>Core Activity</p> <p>Thomas Jefferson spoke for the thirteen colonies when he wrote the Declaration of Independence. He took a stand to free the colonies of British rule. Through this lesson, students will be able to: describe and discuss positive as well as controversial and contradictory aspects about Thomas Jefferson, the man; sequence the writing of the Declaration of Independence with other documents on a time line; summarize Jefferson's views on government; list and explain the significance of Jefferson's contributions to American history and government; answer questions about the Declaration of Independence; analyze quotes from the original text of the Declaration of Independence; explain the impact that the Declaration of Independence had upon American history; and analyze events that preceded and followed the writing of the Declaration of Independence.</p> <p>Find the entire lesson on the Web site: http://www.dps.k12.oh.us/academic/secso/c/americanhistory/images/jefferson.pdf</p> <p>Find the video for the lesson, <i>Thomas Jefferson, Philosopher of Freedom</i>, at the Dayton and Montgomery County Public Library. http://www.daytonmetro/library.org</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Declaration of Independence, statesman, Monticello, architect, philosopher, Radical, Age of Enlightenment, revolutionary, inalienable</p>

B. Identify historical origins that influenced the rights of U.S. citizens have today:

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

- a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner.**

Differentiated Learning

Enrichment Activity:

- Have students address the life of another signer of the Declaration of Independence and then look for similarities and differences and write an essay or do an oral presentation for the class on the subject.

Additional Instruction:

- Show the video from the lesson in segments of no more than two to three minutes and ask directed question to check for comprehension. Have them record the concepts/words that are new to them before you move on through the video. For timed activities, have student that needed additional instruction; work in pairs to complete the assignment.

Informal Assessment

Teachers can create their own assessment based on the content of the lesson.



***Black and White in United States History:
A Gray Area Comparing Old and New Accounts
of Thomas Jefferson's Life (2-3 days)***

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
Citizenship Rights and Responsibilities B. Identify historical origins that influenced the rights U.S. citizens have today: 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner	Core Activity Students compare and contrast various textbook articles about Thomas Jefferson and discuss the new-found DNA evidence that Jefferson fathered children with one of his slaves. Find the entire lesson on the Web site: http://www.nytimes.com/learning/teachers/lessons/19981116monday.html?pagewanted=all&searchpv=learning_lessons Interdisciplinary Connections Language Arts Science	DNA, mulatto, miscegenation, racism

Differentiated Learning

Enrichment Activity:

- Assign students to write their own textbook entries editions with new information about Thomas Jefferson.
- Research the Jefferson family. Do they accept the Hemings as relatives?
- Read and discuss Thomas Jefferson's essay on slavery, accessed through the Web site for A Hypertext on American History: From Revolution to Reconstruction, A WWW Project in Collaborative Writing. (<http://odur.let.rug.nl/~usa/P/tj3/writings/slavery.htm>). Because of the density of the writing, this essay would best suit an advanced class.
- Research Thomas Jefferson's life, focusing on his upbringing, his presidency, his personal life, and his many inventions.
- Read other articles or news reports regarding the recent DNA evidence of Thomas Jefferson and Sally Hemings' relationship and children. How do different new reports add to or contradict the article read in class?
- Write an editorial in response to this or another news story.
- Research your family's genealogy and create a family tree going as far back as possible. Try to find out birth dates, death dates, and occupations.

- Interview members of your family to discover how many generations back your family's memory can reach. In a notebook, document an interesting story about as many of your relatives as possible, either from your memory or from the memories of your interviewees. As an on-going project, continue to document interesting stories as they arise.
- Read Nella Larsen's *Quicksand and Passing*. These novellas present the lives of two African-American women living during the Harlem Renaissance and struggling with their identities as mulattos.

Additional Instruction:

- Look for information on Sally Hemings and her children. Have the class determine how Sally Hemings was a contradiction to Jefferson's beliefs as expressed in the Declaration of Independence

Additional Resources

Video:

- PBS – *Jefferson's Blood*

Informal Assessment

Clearly marked assessment in the lesson.



King George, Give Us a Break! (5-6 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <p>a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Acts and the Intolerable Acts;</p> <p>b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</p> <p>Social Studies Skills and Methods:</p> <p>C. Present a position and support it with evidence and citation of sources:</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>	<p>Core Activity</p> <p>During this lesson, students will identify and explain the sources of conflict which led to the American Revolution. Students will select one of the causes of the Revolutionary War, research, create a citation page, and then write an editorial about the cause from the viewpoint of one of the following perspectives: Patriot, Loyalist, neutral colonist, or British. Information from student research will be shared through student created skits.</p> <p>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiessboe/pdf_set/E/H8E3_King_George_Give_Us_a_Break.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Drama</p>	<p>Patriot, Loyalist, neutral colonist, British, boycott, Sons of Liberty, petitions</p>
<p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> The Web site makes suggestions for enrichment activities. <p><i>Additional Instruction:</i></p> <ul style="list-style-type: none"> The Web site shares ideas for additional instruction. <p><u>Additional Resources</u></p> <p><i>Video:</i></p> <ul style="list-style-type: none"> PBS- <i>Liberty! The American Revolution</i> 		

Web sites:

- Black Loyalists: Our History Our People
<http://www.collections.ic.gc.ca/blackloyalists/>
- *Liberty! The American Revolution*
<http://www.pbs.org/ktca/liberty/>

Informal Assessment

Clearly marked assessment in the lesson.



Patriot Attitude Toward the Monarchy (2-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including: a. A declaration of American independence	Core Activity This lesson describes the role of the English monarch as perceived by the Patriots and how the Patriots envisioned distinguishing the role of the president from that of a monarch. Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=462 Interdisciplinary Connections Language Arts	patriot, monarchy, magistrate

Differentiated Learning

Enrichment Activity:

- Research how other countries dealt with kings throughout history. Look at kings such as Louis the XVI, King James I. How do these countries treat their kings in relation to the treatment of King George?

Additional Instruction:

- Have students review the "complaints" section of [The Declaration of Independence](#), available on the EDSITEMent-reviewed Web site [Avalon Project at the Yale Law School](#)

Informal Assessment

Clearly marked assessment in the lesson.



The Battle of Bunker Hill: Now We Are at War (2-4 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including: b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;	Core Activity Students determine how the events in Massachusetts in 1775 united colonial forces in opposition to imperial rule and students investigate their own community history to find out if there was a significant event in the past that united or divided the citizens. Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/42bunker/42bunker.htm Interdisciplinary Connections Language Arts	proximity, quartered troops, enmity

Differentiated Learning

Enrichment Activity:

- Research the life of General Israel Putnam. He was the one who helped Americans not be completely defeated at Bunker Hill with his most memorable line, "Don't fire until you see the whites of their eyes."
- Have students draw political cartoons commenting on the battle of Bunker Hill and its outcomes. Some students can draw cartoons reflecting the British point of view; others can represent the Patriot perspective. Before students begin drawing, show them examples of current political cartoons and discuss the techniques cartoonists use.

Additional Instruction:

- Break students into pairs. Have one partner research or describe what they know on Fort Ticonderoga and its importance to Bunker Hill, and have the other partner do the same with the Battle of Bunker Hill. The pair should discuss both topics and record any differences they may have. When the class comes together as a whole, discuss both ideas.

Additional Resources

Web Sites:

- Boston National Historical Park
<http://www.nps.gov/bost/>
- The American Battlefield Protection Program
<http://www2.cr.nps.gov/abpp/index.htm>
- *Liberty! The American Revolution*
<http://www.pbs.org/ktca/liberty/>
- The Blue Darter's Guide to the American Revolution
<http://darter.ocps.net/classroom/revolution/index.html>
- Worcester Polytechnic Institute (WPI)
<http://www.wpi.edu/Academics/Depts/MilSci/BTSL/Hill/>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Saratoga: The Tide Turns on the Frontier (2-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;	Core Activity Students learn about 18th-century warfare and the battle that was a turning point of the American Revolution. Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/93saratoga/93saratoga.htm Interdisciplinary Connections Language Arts	fortifications, marksman-ship, reconnoitering

Differentiated Learning

Enrichment Activity:

- Watch the movie *Revolution* and discuss. Compare tactics and armaments of the colonists and British.

Additional Instruction:

- Read in class textbook Burgoyne's Plan, Victory at Saratoga, and Aid from Europe. Write notes about how each of the events affected the war.

Additional Resources

Video:

- PBS – *Liberty! The American Revolution*

Web site:

- *Liberty! The American Revolution*
<http://www.pbs.org/ktca/liberty/>
- *Battle of Saratoga: A Brief History*
<http://www.upi.edu/academics/depts/m/sci/bisi/saratoga>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Guilford Courthouse: A Pivotal Battle in the War for Independence (2-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History: E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;	Core Activity This backwoods county seat of Guilford Courthouse, North Carolina, was the site of a pivotal battle in the Revolutionary War's decisive Southern Campaign. The engagement set the stage for the region's liberation from enemy occupation and impelled British general Lord Charles Cornwallis to take the ill-fated road that led him to final defeat at Yorktown, Virginia, seven months later. Students explore this battle. Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/32guilford/32guilford.htm Interdisciplinary Connections Language Arts	pivotal, campaign, engagement

Differentiated Learning

Enrichment Activity:

- Research small towns in Ohio and the historic events they take pride in.
- Present a short lecture on the life and times of Benedict Arnold. (Focus on the specifics of his treasonous acts). Describe a scenario in which Arnold was captured as he was about to flee the US. Then, have the class stage a mock trial. Assign students to be jurors, prosecutors, defense attorneys, judges, reporters and witnesses. Ask one student to play the role of Arnold, speaking in his own defense. Remind "prosecutors" and "attorneys" of the need to use logical arguments (facts and figures). Tell the "jury" to render a verdict, with each member offering reasons for his or her guilty or not guilty decision.

Additional Instruction:

- Have students write a brief essay identifying at least three military reasons for the American victory at Yorktown.

Additional Resources

Web Sites:

- Guilford Courthouse National Military Park
<http://www.nps.gov/guco/>
- National Park Service: American Revolution Web Page
<http://www.nps.gov/revwar/>
- Southern Campaign of the American Revolution
<http://www.cr.nps.gov/seac/socamp.htm>
- National Park Service Museum Collection: American Revolutionary War
<http://www.cr.nps.gov/museum/exhibits/revwar/index1.html>
- State Library of North Carolina
<http://statelibrary.dcr.state.nc.us/nc/ncsites/greensbo/guilf1.htm>
- North Carolina's Historical People and Places –
<http://www.itpi.dpi.state.nc.us/nchistorical/guilford.html>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Impact of the American Revolution on Women and Slavery (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History: E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including; d. Impacts on women	Core Activity Students explore if revolutionary ideals have an impact on the status of women and on attitudes toward slavery. Find the entire activity on the Web site: http://www.digitalhistory.uh.edu/historyonline/us7.cfm Interdisciplinary Connections Language Arts	perpetual servitude

Differentiated Learning

Enrichment Activity:

- Compare and contrast women's involvement in work today to the past during the Revolutionary times.

Additional Instruction:

- Read "American Athenas" from the Web site <http://www.americanrevolution.org/nguyen.html>. List five women who actively participated in the Revolution. What roles did these women and others play in the American Revolution?

Additional Resources

Web Sites:

- USHISTORY.org
<http://www.ushistory.org/index.html>



**After the American Revolution:
Free African Americans in the North (2-5 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
History: E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives: 4. Explain the results of important developments of the American Revolution including; d. Impacts on African-Americans	Core Activity Students examine generalizations about free African Americans living in the North between the American Revolution and the Civil War. Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=452 Interdisciplinary Connections Language Arts	patriot, census

Differentiated Learning

Enrichment Activity:

- Research Sojourner Truth's life.
- Students can create more extensive biographies or episodes of historical fiction using more of the memoirs written by and/or about the free African Americans in this lesson.
- The Web site The Valley of the Shadow - <http://valley.vcdh.virginia.edu/choosepart.html> - has extensive resources comparing two nearby communities, Franklin County, Pa., and Augusta County, Va.-one free and one slave. In the section "The Eve of the War", students who want to dig deeply can find a wealth of material on free and enslaved African Americans.

Additional Instruction:

- Have students discuss why Africans were used as slaves, yet they were also used to fight for freedom from Britain. Why would they do this? They were not going to get freedom from their owners, but maybe they were hoping for it after freedom of the U.S. from Great Britain

Informal Assessment

Clearly marked assessment in the lesson.



INTRODUCTORY LESSON

Voices of the American Revolution (3-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British</p>	<p>Core Activity</p> <p>Students will explore the following question: In the years leading up to the American Revolution, what were some of the attitudes expressed towards rebellion and what were the motives and allegiances behind these diverse viewpoints?</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=423</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Loyalist</p>

Differentiated Learning

Enrichment Activity:

- For students who quickly grasp the lesson's concepts, have them read Patrick Henry's famous "Give me Liberty or Give me Death" speech. Then in pairs, have students write a version of the speech in their own words. Once students have done this, discuss the following: what was the point of Henry's speech? What arguments did he make to back up his position? Do you think he was successful in making a persuasive speech – why or why not?

Additional Instruction:

- If students have difficulty grasping the lessons' concepts, divide students into pairs. Each pair must choose one person to be a patriot and one to be a loyalist. Then the pair must write a dialogue between a patriot and a loyalist in which both people state and support at least five arguments to support his/her cause. Students may then choose to perform the role-play in front of the class or create a comic strip version of the dialogue.
- Group research activity: Pair up and take sides-loyalist/patriot.

Additional Resources

Video:

- PBS – *Liberty series: The American Revolution*

Web Sites:

- Runaways
<http://www.pbs.org/wgbh/aia/part2/12p17.html>
- Free Black Patriots
<http://www.pbs.org/wgbh/aia/part2/2p53.html>
- Of the Natural Rights of Colonists
<http://www.pbs.org/wgbh/aia/part2/2h18.html>
- Felix's Petition
<http://www.pbs.org/wgbh/aia/part2/2h22.html>
- American Memory Collection
<http://memory.loc.gov/>
- Africans in America from PBS
<http://www.pbs.org/wgbh/aia/home.html>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Revolutionary Tea Parties and the Reasons for Revolution (2-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives:</p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning history the Tea Act and the Intolerable Acts</p> <p>b. The Boston Tea Party, the boycotts, the Sons of Liberty</p> <p>Citizenship Rights and Responsibilities</p> <p>A. Show the relationship between civic participation and attainment of civic and public goals:</p> <p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:</p> <p>a. The Sons of Liberty</p>	<p>Core Activity</p> <p>Why all this rebellious fervor about tea? Did Britain's Tea Act and the resulting controversy in the colonies lead to the American Revolution? Students address these questions.</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=398</p> <p>Resource- video- <i>The Boston Tea Party</i> (DISNEY, 1966) Excerpts from <i>Johnny Tremain</i> where students meet Paul Revere and Sam Adams who participate in an event that helped start the revolution against the British Empire. 30 minutes. DPS Media Services Department.</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>tyrant, Conciliatory, linchpin</p>

Differentiated Learning

Enrichment Activity:

- Defend this statement with examples: "The Boston Tea Party was a covert operation", and the "Sons of Liberty was a terrorist group." Today, could protest groups use these same tactics? Why or why not?
- Students interested in learning more about the events leading up to the Boston Tea Party can start with these EDSITEMent resources:
 - Tax History Project, a comprehensive article on the events leading up to and following the Boston Tea Party, with an emphasis on taxes - <http://www.tax.org/Museum/1756-1776.htm>
 - The complete text of the Tea Act - <http://www.founding.com/library/lbody.cfm?id=91&parent=17>

- Students can analyze political cartoons from the years of protest that preceded the Revolutionary War, such as the ones below. If desired, use the Cartoon Analysis Form, available on the Web site http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html
 - The Repeal or the Funeral Procession of Miss Americ-Stamp: A satiric cartoon commemorating repeal of the Stamp Act, c. 1776 – http://www.tax.org/Museum/images/stamp_act.jpg
 - The Bostonians paying the excise-man or tarring & feathering, 1774 – <http://www.tax.org/Museum/images/stampact.jpg>
 - Cartoon depicting the rough treatment of a barber's customer once his identity as a British officer was revealed 1775 – <http://www.tax.org/Museum/images/barber.jpg>
 - An allegorical depiction of the Coercive Acts, specifically the closing of Boston Harbor by the British (by Paul Revere) – <http://www.tax.org/Museum/images/Bostontp.jpg>
- Students can read the following poems about the Boston Tea Party, written during the 19th century. How accurate are the accounts? What attitudes about our nation's formative years do they express?
 - *The Boston Tea Party* by Ralph Waldo Emerson found on the Web site <http://www.poetry-archive.com/e/boston.html>
 - *A Ballad of the Boston Tea-Party* by Oliver Wendell Holmes found on the Web site <http://www.eldritchpress.org/owh/tea.html>
- Students can also read more by and about Ralph Waldo Emerson, who coined the phrase "The shot heard 'round the world," and Oliver Wendell Holmes, Sr. Find the Emerson biography on the Web site <http://odur.let.rug.nl/usanew/LIT/emerson.htm> and the Holmes biography on the Web site <http://odur.let.rug.nl/usanew/LIT/holmes.htm>
- The Boston Tea Party was a grand example of street theater protest, something we often associate now with the 1960s. For more about that era of protest, look at the online exhibit the "Psychedelic Sixties: Literary Tradition and Social Change" <http://www.lib.virginia.edu/speccol/exhibits/sixties/> - from the Special Collections Department of the University of Virginia Library. Students can expand their knowledge of the protest movements of the sixties by interviewing eyewitnesses. They can also conduct a poll about attitudes today toward those protests of the past. Students can conclude their study by making comparisons between the two eras of protests.

Additional Instruction:

- Create a time line of American Revolution events. How does one event lead to the other?

Additional Resources

Supplemental Text:

- James Hawkes, *A Retrospect of the Boston Tea Party* George Hewes *Recollection of the Boston Massacre*. New York, Pp. 28-32., 1834. - Also available online at: <http://www.historymatters.gmu.edu/d/5825>

Informal Assessments

Teachers can create their own assessment based on the lesson content.